

# Observation Form — Stage Four

Learner's Name \_\_\_\_\_

Recorder's Name \_\_\_\_\_

Other Observer's Name \_\_\_\_\_

Date \_\_\_\_\_

Setting for Observation \_\_\_\_\_

Using informal observation techniques, record the following information so that you can accurately interpret learner performance.

## *Assessment Environment:*

View the screen on the same eye level as the learner. Is there a glare on the screen?

\_\_\_\_ Yes \_\_\_\_ No

(If so, adjust window blinds, reposition the computer and learner's seat, or construct a shade for the monitor to eliminate the glare.)

Describe the setting:

\_\_\_\_ learner's regular setting \_\_\_\_ familiar but not everyday \_\_\_\_ unfamiliar

Position the learner is facing:

\_\_\_\_ toward the center of the room

\_\_\_\_ away from the center of the room

Are there any distracting objects nearby? \_\_\_\_ Yes \_\_\_\_ No

Is the learner properly positioned? \_\_\_\_ Yes \_\_\_\_ No

Should these or any other factors be considered when interpreting results?

\_\_\_\_\_  
\_\_\_\_\_

**Copy these pages before recording your observations.**

### *Explore Activities*

1. How did the activity generally end? \_\_\_\_\_

\_\_\_\_\_

Was the learner interested and paying attention? \_\_\_\_ Yes \_\_\_\_ No

Does the Time on the Activity measure in the report screen indicate true behavior?  
\_\_\_\_ Yes \_\_\_\_ No

Why? \_\_\_\_\_

\_\_\_\_\_

Did the learner attempt to click on any background objects rather than target  
objects? \_\_\_\_ Yes \_\_\_\_ No

If Yes, do you think the learner understood the directions? \_\_\_\_ Yes \_\_\_\_ No

Was the learner exploring? \_\_\_\_ Yes \_\_\_\_ No

Was there a pattern to the region of the screen selected? For example, was there a  
tendency to select objects only on one section of the screen? \_\_\_\_ Yes \_\_\_\_ No

Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Were there any vocalizations? (Did the learner express confidence: "This is fun,"  
"This is easy" or frustration: "I can't do this"?) \_\_\_\_ Yes \_\_\_\_ No

If so, please describe. \_\_\_\_\_

\_\_\_\_\_

Did you notice any access or targeting issues for moving the mouse and clicking on  
the desired response? \_\_\_\_ Yes \_\_\_\_ No

If so, please describe. \_\_\_\_\_

\_\_\_\_\_

If scanning, was the learner able to wait for the target object? \_\_\_\_ Yes \_\_\_\_ No

Was the learner positioned for optimal use of the access device?  
\_\_\_\_ Yes \_\_\_\_ No

Did the learner require a prompt to respond or use the access device accurately?  
\_\_\_\_ Yes    \_\_\_\_ No

Did the learner know where to focus attention (device vs. computer screen)?  
\_\_\_\_ Yes    \_\_\_\_ No

### *Assess Activities*

2. In the **Colors** activity, does there seem to be any preference for a specific color? Was there a consistent error pattern? For example, does the learner seem to click on a specific color consistently rather than the one that's being asked for?  
\_\_\_\_ Yes    \_\_\_\_ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. In the **Shapes** activity, does there seem to be any preference for a specific shape? Was there a consistent error pattern? For example, does the learner seem to click on a specific shape consistently rather than the one that's being asked for?  
\_\_\_\_ Yes    \_\_\_\_ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. In the **Letter Identification** activity, does there seem to be any pattern of errors? For example, does the learner seem to be confused by the letters formed by making a hump ("n" and "h") or any letters formed with a circle and a stick? Did you observe a reversal pattern? For example, did the learner confuse "b" with "d"?    \_\_\_\_ Yes    \_\_\_\_ No

Note if the learner tries to type keys for letters that aren't available on the screen.

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. In the **Letter Sounds Identification** activity, does there seem to be any pattern of errors? For example, does the learner seem to be confused by the letters with similar sounds ("n" and "m")? ☐ Yes ☐ No

Note if the learner tries to type keys for letters that aren't available on the screen.

Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. In the **Math Number Identification** activity, does there seem to be any pattern of errors? For example, does the learner seem to be confused by numbers with similar shapes ("3" and "8")? ☐ Yes ☐ No

Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. In the **Math Counting** activity, does there seem to be any pattern of errors? For example, does the learner seem not to understand one-to-one correspondence? ☐ Yes ☐ No

Note if the learner touches the screen to count objects. \_\_\_\_\_

Comment: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. In the **Math Comparing** activity, does there seem to be any pattern of errors? For example, does the learner seem to understand size comparisons (big/little) but not spatial comparisons (left/right)?      ☐ Yes    ☐ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. In the **Make Patterns-Fill In** activity, does there seem to be any pattern of errors? For example, can the learner determine the pattern if the missing next object is at the end of the pattern presented but not in the middle?  
☐ Yes    ☐ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. In the **Make Patterns-Create** activity, did the learner make a pattern?  
☐ Yes    ☐ No

Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. Additional Observations:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Place this form and report printouts in the learner's portfolio.**

[illegible]